

TO IDENTIFY SOME OF THE PSYCHOLOGICAL
FACTORS THAT INFLUENCE THE
CLOTHING SELECTION
OF ADOLESCENTS

by

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CHAPTER I

INTRODUCTION

One important aspect of an individual's life is his ability to establish and maintain adequate social relationships with others. The social impact of relationships or interaction with others represents a major factor in developing the personal traits characteristic of a particular culture. Interaction with others promotes the acquiring of the important elements of personality.

The social world to which mankind adjusts is exceedingly complex. Various sub-cultures and many ethnic groups of differing religions and backgrounds make up this complexity. These distinctions become more sharply drawn as the individual approaches maturity. During adolescence, a girl draws the distinction more sharply. Awakened interest in the opposite sex is prevalent during adolescence. Adolescence marks the gradual decline in social interests and some degree of withdrawal from social contacts.

Problems of personal-social relations may be especially acute in schools where less favored or less accepted individuals are in continued close contact with others who are accepted. After school years, people have greater freedom of choice in selecting associates. Unfavorable personal contrasts are minimized through social niches.

Problems may occur in activities which require outside contacts.

Data support the generalization that behavior patterns become more rigid with increasing adult age.¹ The rigidity of behavior patterns may have educational implications for those interested in the perpetuation of culturally desirable values and attitudes. Social attitudes and values are of fundamental importance in understanding the complexities of human behavior and adjustment. The problems of social attitudes have been approached from many angles. Radke and her associates have collected data which have direct relevance to the gradual development of those social concepts that delineate the various roles of children in social living. Children have difficulties in making the many social differentiations necessary to adjust to the demands of modern living. Children resolve the problem of adjustment by accepting the social attitudes and values of adults and older children.² The social values of the older generation are transmitted with little change to the succeeding generation. Many young people "extract" ethical ideals from personal experiences; these social values may not be completely in harmony with the attitudes of adults whose experiences are drawn from a different social period.

¹R. G. Kubleen and Beatrice J. Lee, "Personality Characteristics and Social Acceptability in Adolescence," Journal of Educational Psychology, Vol. 34, 1943. pp. 321-340.

²Marian Radke, "Social Preceptions and Attitudes of Children," Genetic Psychology Monographs, Vol. 40, 1949, pp. 327-447.

Basic attitudes concerning clothing may vary among individual members during the progressive stages of the family life cycle. For example, the desire for comfort may be more important to the infant and the older members of the family. The desire to conform may be more important to the teen-ager and young adult. The desire for economy may come during the late adult years.³ Such differences may indicate factors in conflict of desires so often present between the adult and the teen-ager and may be reflected in attitudes concerning clothing. The attitude of conformity is very basic in society today. People seem inclined to adhere to conformity rather than show differentiation. By following a fad, adolescents may purchase immunity from criticism for a time. Adjustment to some degree may depend upon this momentary feeling of security.

Research has pointed to substantial evidence that attitudes toward clothing selection constitute an important element in social life. The psychological aspect of clothing is important to research. Clothing behavior of adolescents is often a source of much apprehension to adults. The psychological factors that influence adolescents in selection of clothing have not been approached readily from the standpoint of personality since the early part of the 20th Century. The difficulty of designing research concerning human behavior was stated by Hurlock:

"Many theoretical studies of fashion motivation have been made, both in regard to the origin of clothes and present

³ Mildred Thurow Tate, Oris Glisson, Family Clothing, (New York, 1961) p. 25.

day clothing fashions. Conclusions have been based primarily on an historical survey of different modes of dress, but little has been done along experimental lines. Hall led the way for several experimental studies in America. Because of the difficulty of approach to the problem, interest soon lagged, and little has been done along these lines since that time."⁴

If this difficulty can be surmounted, the data from this study may play an important part in focusing the whole picture of consumption in adolescents' clothing.

Current data on the psychological aspect of clothing selection may lend evidence to research. To aid students in solving clothing problems, it is necessary to consider the factors which are responsible for the development of clothing problems. Personality tests may shed light on identifying the types of maladjustment found in some individuals, and how these traits, feelings or actions, may affect an adolescent's choice of clothing. This research was concerned with the functions of some of the many variables that affect personality as it relates to clothing.

The use of an article of clothing is a source of stimulation to the wearer and the beholder; it is a reaction to certain physiological needs, sociological expectancies, and aesthetic tensions focused on the individual. Story says,

"Clothes are a second voice, subtly revealing traits which even the meaning and intonation of words, the dialogue and movement cannot tell. Clothes have power in telling to the world and to ones self what's in one's head."⁵

⁴Hurlock, p. 5.

⁵Margaret Story, Individuality of Clothes, (New York) 1930, pp. 3-4.

Clothing problems are experienced by individuals. Clothing is associated with behavior. Clothing has been suggested as one manifestation of man's inner needs.⁶ Studies indicate that delinquent teenage groups flaunt eccentricity in clothing and in hair styles.⁷ A youth who dresses in a self-respecting manner is more likely to behave accordingly. If handled intelligently, careful dress can contribute to the process of growing up and of self-expression.⁸ In some instances, clothing that is clean and well fitted may enhance the sense of pride in the wearer. It has been established that clothing is a positive factor in the rehabilitation of individuals and this influence seems to be on the increase.⁹

Clothing is fast becoming an art and an expression of personality, requiring as much study for successful performance as some other factors associated with the life of the individual. Tate and Glisson say:

"Anthropologists, sociologists, psychologists, health specialists and others have contributed to the understanding of the importance of clothing."

⁶Mary Roach and Ruth Sybers, "Clothing and Human Behavior," Journal of Home Economics, Vol. 54, March, 1962, pp. 185-187.

⁷William Healy and Augusta F. Bronner, New Light On Delinquency and Its Treatment, New Haven, 1936, pp. 69-102.

⁸Dorothy Dickens, "Social Participation as Criterion for Determining Scientific Minimum Standards for Clothing," Rural Sociology, Vol. 9, pp. 341-349.

⁹Healy and Bronner, pp. 69-102.

Many writers feel that a study of clothing and art, more than any other factors, will highlight the value systems and activities of peoples throughout the ages."¹⁰

If adolescents are able to recognize clothing problems during the crucial period of their lives, it may serve as a platform for helping them to cope with other problems related to clothing needs.

The American way of life has changed from that time when clothing denoted either dress or work. Varied activities and numerous drives may affect the mode of dress for an individual. There are many shades of meaning attached to clothing with regard to specific social situations. Data support the generalization that geographic location has little effect upon the types of problems that individuals may experience with regard to clothing selection. Adolescents have clothing problems that appear to be similar, regardless of geographic area within the United States.

The major problem considered in this study relates to some of the psychological factors influencing the clothing selections of adolescents. The problem was divided into four sub-problems:

1. To identify the personality traits pertinent to adolescents that may shed additional information to the problem area.
2. To identify some of the behavioral patterns applicable to adolescents.
3. To explore some of the facts as related to the problems adolescents have in clothing selection that may be studied further.

¹⁰ Tate and Glisson, p. 20.

4. To enumerate the facts as related to these problems and behavioral patterns and to make recommendations for further study.

Purposes of the Study

The purposes underlying the study were:

1. To make serious contribution to the scholarly literature of a peculiarly basic area in the modern study of personality and clothes.
2. To bridge obvious gaps in the incomplete nature of the evidence that is now available for the solution of specific clothing problems.
3. To shed light on some of the adolescent's problems so that those seeking to understand and guide adolescents may become reliable resources on which the adolescent can draw in acquiring realistic attitudes of self-acceptance and may be able to face the future in an acceptable way.
4. To record the achievements of the past and provide a series of interesting and effective signposts for the future that may open additional avenues of productive research in the study of clothing attitudes.

Hypotheses Underlying the Study

The present study was planned and based on the following

hypotheses: personality traits have definite influence upon the clothing selection of adolescent girls. The intent of this study was to demonstrate the correlation between clothing selection and personality traits.

Assumptions Underlying the Study

1. A recognition of clothing selection problems may help students to work toward a solution of the problem.
2. Clothing behavior of adolescents constitutes an important element in social life.
3. The personality structure of individuals may influence clothing selection.
4. The personal and social traits of individuals are identifiable to some extent by manner of dress.

Clarification of Terms

For the purpose of the study, the following terminology were used:

1. Adolescent period - includes the students of high school age as well as those in the eighth grade.¹¹
2. Correlation - may be defined as the degree of relationship between two variables. It refers to the extent that decisions are enhanced by taking into consideration an associated variable. The variables considered in this study

¹¹ Maud Williamson and Mary Lyle, Homemaking Education in the High School, (New York) 1941, p. 110.

are scores on the California Test of Personality and scores on the devised questionnaire.

3. Personality - The totality of an individual's characteristics; an integrated group of emotional trends and behavior tendencies.¹²
4. Psychological factor - One of the elements that contributes to the development of traits, feelings, actions, and attributes collectively, of the mind.¹³
5. T-Score - A standard score with a mean of fifty and a standard deviation of ten.¹⁴

Delimitations of the Study

The need for an examination of adolescents' clothing choices is indicated by the perplexities concerning personal and social relationship which teachers face in the high schools.¹⁵

¹²A. Merriam, Webster's New Collegiate Dictionary, (Springfield, Massachusetts), 1961, p. 628.

¹³Ibid., p. 682.

¹⁴Oklahoma State University, Bureau of Test and Measurements, Publication, 1963.

¹⁵Willetta M. Elliott, "An Identification of Some of the Expressed Attitudes Relating to Clothing of a Selected Group of High School Girls in Home Economics," Unpublished Masters Thesis, (Oklahoma State University) 1961.

The subjects were ninety students in the adolescent period enrolled in homemaking at Faver High School, Guthrie, Oklahoma, 1963-1964. The experiment was planned as an intensive study of the selected group during the regular school term from September to the following May. The choice of the number of samples resulted from the statistical treatment to be given the data. The number of intervals needed to be large enough to give some information about the spread and concentration of scores.

Organization of the Study

This study is organized into five chapters. Chapter I has presented the problem, purposes, hypotheses, assumptions of the study, clarification of terms, delimitations, and organization of the study.

Chapter II is a review of literature related to the study.

Chapter III presents the procedure used in conducting the study.

Chapter IV presents the findings and analysis of the data.

Chapter V presents a culmination of ideas as a result of the study.

CHAPTER II

REVIEW OF LITERATURE

Psychology and Clothes

The problems of adolescents have been the subject of many investigations within recent years. In observing adolescents in various situations, it is evident that there is a tendency for this age group to dress alike and to take on the latest fad in fashion, no matter how queer it may seem to adults. Adults have individual differences in attitudes toward clothes. The psychological factors which are expressed by the mother in the selection of children's clothing may reflect emotional factors.

There are few adolescents to whom clothes mean very little. Clothes play a large part in happiness and success. Clothes may help to make one confident, self-respecting, jolly, free, or may make one, self-conscious, shy, sensitive, or restrained. The well dressed person shows evidence of good taste. According to Rudofsky, the wearing of different kinds of clothing and orientation toward them is subject to the same influences which affect the behavior of individuals. It is an assertion that clothes are the consequence of modesty. It is as strong as any natural impulse.

Clothing is from head to toe crammed full with eroticism of two kinds, healthy sensuality and perversion.¹⁶

Hartmann believes that educationally, clothing is a persistent "interest center" in everyone's life. The fact that a human being wears apparel indicates that clothing is both a stimulus and a response.¹⁷ According to Sutherland, "fashion", like "crime", has too many referents; it covers significantly different kinds of social behavior.¹⁸ Bernard Barber and his research associates have stated that:

"Fashion is not socially 'irrational'. Fashion behavior has functions for many different aspects of the American social system."¹⁹

According to Morton, personal appearance may have social values. From clothes of individuals, first impressions are often formed. Good taste in personal appearance may be an index to qualities related to intelligence.²⁰ It may indicate our judgement, sincerity, consistency, imagination, mental alertness and emotional balance. Exposition of

¹⁶ Bernard Rudofsky, Are Clothes Modern, (Chicago) 1947, pp. 13-61.

¹⁷ George W. Hartmann, "Personal and Social Issue, Clothing", Journal of Home Economics, Vol. 41, June, 1949, pp. 295-298.

¹⁸ E. H. Sutherland, White Collar Crime, (New York) 1949, pp. 6-38.

¹⁹ Bernard Barber and Lyle Lobel, "Fashion in Women's Clothes and the American Social System", Social Forces, Vol. 31, December, 1952, pp. 124-131.

²⁰ Grace M. Morton, "A Basis for Self-Expression Through the Arts of Personal Appearance," Journal of Home Economics, Vol. 20, April, 1937, pp. 232-234.

literature further reveals that fashion changes are attributed to the intellectual, cultural and emotional insecurity; it can be reduced to self-individualization economically expressed.²¹

Freedom is usually desired by all and may be acquired by overcoming each situation as it arises, and by using the knowledge gained from each progressive step as an aid in solving the more difficult problems. The freedom secured by feeling and knowing that one is well-dressed is essential to the woman who would forget clothes. Mead was clear in his statement:

"The significant gesture or symbol always pre-supposes for its significance the social process of experiences and behavior in which it arises. This universe of discourse is constituted by a group of individuals participating in a common social process within which these gestures are symbols have the same or common meanings for all members of that group."²²

Morgan contributes this observation:

"You may discover that in a world where a person's abilities are hard to access, he is sometimes judged by what he wears."²³

In order to understand the personal problems involving the selection and purchase of clothing, students need to be able to

²¹Thorstein Veblen, The Theory of the Leisure Class, (New York) 1935, pp. 61-80.

²²George H. Mead, Mind, Self, and Society, (Chicago) 1949, pp. 88-89.

²³James N. Morgan, Consumer Economics, (New York) 1955, p. 312.

evaluate the relative importance of the different factors that influence their selections. All clothing should satisfy a want or a need. A want may be a necessity or a luxury, depending on one's standards of life. In order to satisfy a genuine need or desire, the individual needs to know what he requires as well as have money available to pay for it. The desire of girls for articles of wearing apparel is continually changing and multiplying. Many things affect their choice of wearing apparel. By early adolescence, girls have already been made conscious of the importance of clothing in social life.

Advertising brings to the notice of people the importance of clothing. It is an aggressive method of placing a commodity before the public. Fashion has a way of exerting a curious influence on the human mind, once a fashion is adopted it seems the proper thing. Any person not conforming to the dictates of the present fashion may be considered queer. Likewise, group influence is a definite factor, particularly with adolescents. Fear, too, has been identified as a basis for the attitude toward conformity. Adolescents are in need of help in understanding that through investigation, fear associated with non-conformity can be dispelled.

Activities of the individual will have some influence on the wearing apparel selected. One may relate the clothes to the activity to be engaged in. For example, a person active in sports will require more durable garments than one who spends time in the classroom. Of great importance is the design and attractive-

ness of the garment, and the material and its appropriateness to the occasion. The study conducted by Stone and Form revealed that an important element in the purchase of clothing is the social character of its intended use. That is, the symbolic quality of clothing reflects upon and influences the judgement of the consumer in the purchase and use of clothing. In comparable roles, the wearing apparel of the rural and urban dwellers shows little difference in style or quality.²⁴

Attitudes, Emotions and Clothes

Evidence indicates that irrational forces often govern consumer practices of men and women.

A perusal of the available literature reveals that the fundamental motives for wearing clothes are: decoration, modesty, and protection. There are differences of opinions as to the order of importance. The motives underlying fashion change are: social-approval, self-assertion and conformity. Veblen was lucid on the subject:

"No line of consumption shows one's pecuniary standards better than in expenditure on dress. Dress is always in evidence, it's for the sake of respectable appearance rather than protection and people will go ill clad to appear well-dressed. Instead of spending wisely, people of this class spend money to captivate others."²⁵

²⁴Gregory P. Stone and William H. Form, "Social and Psychological Contexts of Shopping", Michigan Agricultural Experiment Station Bulletin, No. 246, 1947. p. 262.

²⁵Veblen, The Theory of the Leisure Class, p. 81.

Research has identified three major needs of children: the need for security and sympathetic understanding, the need for emotional security, acceptance and the feeling of belonging and, the need for independence of the individual.²⁶ Realization of such needs is necessary in helping adolescents to develop more acceptable personalities.

The adolescent's physical development may have a psychological effect on personal attitudes and on the attitudes others have toward the individual. Psychological attitudes can influence the physical appearance. The relationship between an attitude and noticeable aspects of physical appearance is apparent when a person tries to falsify appearance, as happens when a girl dyes her hair or wears false eyebrows which have an artificial look. It appears when an adolescent is almost defiantly sloppy in appearance. The psychological influence of the adolescent has many avenues of study for the researcher. Today, child psychology is recognized as having broad and general significance for many different applied fields. Reasonable explanations of adolescents' psychological growth and correlated environmental variables are eagerly sought by a large number of adults.

It is hoped that this study may disseminate more widely what is now known about clothing as it relates to the individual's

²⁶ "Meeting the Emotional Needs of Children", The Ground Work of Democracy, Studies of Normal Personality Development, 1947. Film

personality traits so that individuals may be helped to adjust to the ever increasing complexities of society.

The fact that the attention given by adolescent girls to appearance, including choice of clothes and use of cosmetics, is related to other characteristics was noted in a study by Silverman.²⁷ Silverman found that while girls in the age range from twelve to eighteen show a strong tendency to conform to prevailing fashions and to dress alike, there were many individual differences. The motivations most commonly underlying the girls' efforts to look well included a desire for approval, a desire for the internal satisfaction of feeling well groomed, and a wish for sexual attractiveness. In the group studied, the care and attention girls gave to their physical appearance was associated with other personality traits. Silverman further states that concern about appearance is purposive and is rooted in the girl's life story. For example, girls who were rated as giving much attention to appearance seemed to have a higher estimate of themselves than girls who were rated low in appearance. Another interesting finding was that while there was, in this group, a positive relationship between appearance and economic status, the correlation was so low as to be particularly negligible. Financial considerations were not

²⁷Sylvia S. Silverman, Clothing and Appearance: Their Psychological Implications for Teen-Age Girls, Teachers College, (New York) 1945.

of primary importance in influencing clothing and grooming practices.

The attitudes which others show towards a person are important in the early stages in the development of the self; all people at all stages of life are responsive to the approval or disapproval of others.²⁸ This fact is important in viewing the concept of the self as related to adolescence. During adolescence young people will be sensitive to what others think and feel, particularly in connection with new interest in characteristics and abilities that emerge during adolescence. At this time, understanding the individual is very important. To know what he does and thinks is necessary, but even more important, is to know what he feels. The more teachers and parents seek to understand the adolescent, the more necessary it becomes for the adolescent to look into his emotional life and to understand his feelings about himself and about others.

An emotion is an experience that affects an individual's vital processes, stimulating the individual to greater activity than is normal.²⁹ These emotions may be mild or intense, but their nature does not alter as maturity develops. Emotional life furnishes the basic drives that impel an individual to action. Emotions, inevitably find some outlet. If one emotion is blocked, another emotion is substituted. Personal emotional adjustment depends on a combina-

²⁸Arthur T. Jersild, The Psychology of Adolescence, (New York) 1960, pp. 152-198.

²⁹
²⁹Ibid., pp. 152-171.

tion of individual and social factors. A satisfactory state of personal-emotional adjustment may be said to exist when an individual's physical and psychological needs can be satisfied by socially acceptable patterns of behavior. Some degree of maladjustment may exist whenever the individual's needs are inadequately met, or whenever the individual's behavior deviates significantly from the prevailing social norms. Healy and Bronner's findings on juvenile delinquency illustrate the essentially social nature of this form of maladjustment.³⁰ The delinquent boy is meeting emotional needs by forbidden patterns of behavior, and may show this in dress or otherwise. These investigators show there are many different variables related to an individual's selection of prohibited goals to satisfy psychological needs. There is no simple explanation for juvenile delinquency; it is merely one of many possible forms of adjustment classified as maladjustment on the basis of social cultural codes. Delinquent acts are adjustment responses that reduce the individual's needs; such behavior patterns tend to recur again and again. Guidance and psychotherapy are often employed in an attempt to overcome these readjustment difficulties.

During adolescence, as at all times of life, the conditions that give rise to emotion are as varied as the conditions of life itself. Emotion is involved in everything in which an adolescent

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Healy and Bronner, pp. 131-148.

is involved. Emotions are likely to be aroused by any happening that touches upon the adolescent's personal view, any occurrence through which he discovers talents and limitations, and any event that threatens to contradict the personal view.

Personality and Clothes

The care and attention girls give to physical appearance is associated with personality traits. Personality is an extremely elusive construct, a construct that plays a significant role in furthering the understanding of human beings. The man in the street is prone to use personality synonymously with personal charm or persuasiveness. The social facet of personality is primarily concerned with the immediately observable aspects of an individual's physique, manner of dress, and behavior patterns. An individual's physique, manner of dress and behavior patterns are all fairly obvious features of an individual's personality and may influence direct description, classification and measurement. These features could be socially important since they define an individual's value as a social stimulus.

Personality is related to the way one reacts to life, one's temperament and disposition or basic wishes or urges; it is an organization and elaboration of inherited traits under the influence of social stimuli. Heredity may give people similar equipment, but the development of personality is attitudes or an acquired,

established tendency to act.³¹

Personality may be related to the following aspects in an individual child's behavior. (1) The over-all organization and the relative potencies of his psychological needs. (2) The manner in which he customarily tries to satisfy these needs, the various psychological-adjustment functions. (3) The ways in which his individual style of living affects others.

When the teacher has evidences of a student's characteristic modes of response in a variety of situations which vitally affect him as an individual, or as a member of a group, the teacher may use this more adequate evidence to guide him to better personal and social adjustment. The value of instruction in the area of home economics is being criticized. Much criticism has been directed specifically toward techniques used in clothing construction.

Literature related to the study illustrates the influence, emotions and attitudes may have on the selection of clothes. Little consistent effort has been made toward research in the area. After a careful perusal of the literature, evidence indicated that this study has not been duplicated by previous investigation and research. In this respect the present investigation differs from the types of studies reported in the literature.

³¹ Emory Bogardus & Robert H. Lewis, Social Life and Personality, (New York) 1938, pp. 7-56.

The psychological factors that affect the individual's selection of clothing are important to research. The intangibles associated with the psychological aspect of clothing selection are difficult to assess. The literature reveals a need for research in this area. Data on the psychological aspect of clothing are limited. Personality is a stable configuration of tendencies acquired or inherited around which the individual attempts to integrate his experiences and from which the behavior emerges.³²

Feelings of inferiority manifest themselves at all ages, but are perhaps more common in adolescence than at other times. It is during these years that the boy or girl first begins to evaluate himself. He studies himself and examines his clothes and is distressed if they are not up to the standard he observes around him. He evaluates his friends and often makes efforts to identify himself with social groups that he feels to be more successful than his own.

³² Luella Cole, Psychology of Adolescence, (New York) 1959, Fifth Edition, pp. 304-337.

CHAPTER III

METHOD AND PROCEDURE

The research was limited to girls in the adolescent period of development. The adolescent's capricious variations in behavior are often perplexing to adults and presents a dilemma to the high school teacher. Along with rapid physical growth and change goes a change in attitudes, in interests, and in emotional outlets. Recent studies indicate that boys and girls of this age are interested in relationships and in developing independence from the family.³³

During adolescence an individual puts forth sincere efforts to solve the problem of his relationships to the world. Before the end of the senior high school period, adolescents develop a greater interest in the opposite sex with the accompanying interest in personal appearance and in acquiring social graces.³⁴

Based on the assumption underlying the study that clothing behavior of adolescents constitutes an important element in social life, the following procedures were evolved.

³³ Williamson and Lyle, pp. 111-112.

³⁴ Ibid., p. 113.

Description of Instruments

Three instruments were used to obtain data. The first instrument was the standardized California Test of Personality.³⁵ The California Test of Personality is recognized as being among the better personality tests now available.³⁶ This test is designed to obtain information regarding the status of certain highly important factors in personality and social adjustment usually designated as intangibles. The intangible elements include the total complex patterns of feeling, thinking and acting. The intangible elements provide evidence of an individual's characteristic modes of responses in a variety of situations which vitally affect him as an individual or as a member of a group. As the individual performs as a member of a group or society, certain personal and social urges are constantly at work. One of these urges is the appearance of the individual in the eyes of the public. The clothing the individual wears is a way of inflating his personal ego. The habits demonstrated in clothing selection should in some way reflect the self image of the individual.

The California Test of Personality is organized with the concept of life adjustment as a balance between personal and social

³⁵ Louis P. Thorpe, Willis W. Clark and Earnest W. Tiegs, "California Test of Personality," Manual, 1953 Revision.

³⁶ Verner M. Sims, Review, "The Fifth Mental Measurement Yearbook," Oscar Krisen Buros, Editor, (New Jersey) 1959, p. 39.

adjustment and assumed to be based on feelings of personal security and social adjustment.³⁷ The test consisted of one hundred eighty questions which could be answered, yes or no.

The items in the personal adjustment half of the test are designed to measure evidences of six components of personal security. They are: 1-A. Self-reliance, 1-B. Sense of Personal Worth, 1-C. Sense of Personal Freedom, 1-D. Feeling of Belonging, 1-E. Withdrawing tendencies, 1-F. Nervous Symptoms. The second half of the test measures evidences of six components of social security; namely: 2-A. Social Standards, 2-B. Social Skills, 2-C. Anti-Social Tendencies, 2-D. Family Relations; the latter two traits 2-E. School Relations and 2-F. Community Relations were not used in this study. After detailed examination of the question booklet, the writer felt that the questions in the last two sections (School Relations and Community Relations) would not have measurable relationship to clothing selection.

The questionnaire items were devised for this study to correspond to the criteria or specific adjustment patterns and modes of responses of the California Test of Personality.³⁸ Hypotheses relating to clothing attitudes were set up for each of the ten components used in the California Test of Personality. (Appendix II, page 47). From the hypotheses, the items for the questionnaire were

³⁷Thorpe, Clark & Tiegs, p. 3.

³⁸Mable Dunlap, "What the High School Girls Want to Know About Their Clothes," Practical Home Economics, Vol. 8, 1930. pp. 139-40.

developed. For each hypothesis set up, four to six questions were developed to measure that specific trait. (Appendix III, page 49). The traits were arranged to correspond with the arrangement of the traits on the standardized test to make analyzing the data facile.

The second instrument used was a questionnaire. The questionnaire was devised for the purpose of securing data to be used in measuring some aspects of clothing selection attitudes. These attitudes will be related to the measured traits of the California Test of Personality. (Appendix I, page 43). The questionnaire contained sixty questions which could be answered yes or no.

The third instrument was devised for the purpose of getting a vernacular of the sample. (Appendix IV, page 51). It contained fifteen questions of a personal nature. To facilitate more truthful answers, no names were used on any of the three instruments. A number code was used to relate the three to each other.

Results and Implications of Pilot Study

A pilot study was conducted to substantiate the belief that some correlation would exist between those traits measured in the California Test of Personality and the Clothing Attitudes measured by the questionnaire. The pilot study consisted of twenty high school girls enrolled in homemaking III for the first semester 1963-1964 school year, at Guthrie High School in Guthrie, Oklahoma. The age range was fifteen to seventeen years. Two to four years of previous

homemaking courses had been completed by each respondent. The three instruments were administered consecutively during one session. First, the California Test of Personality; second, the questionnaire and third, the personal data sheet. The students were allowed to work at their own rate of speed. All instruments were completed within the sixty-minute period.

The principal, teacher and students participating in the pilot study gave countenance to the research.

The data in the pilot study made manifest the economic background of the sample. The findings of the study might be applicable to typical Oklahoma and Southwest community life. The findings supported the assumption that the Guthrie community is a typical community for this area.

The personal data sheet revealed the number in the family ranged from three to eleven members. It was interesting that of the twenty students, only four worked part-time. The family income ranged from \$30.00 to \$150.00 weekly. This represents the typical range of all levels of occupations in Oklahoma. The rural Guthrie community of 10,000 people consists of varied occupations. Such variance in occupation has some effect upon the wide range of income. Data revealed that of the twenty students questioned, one identified her mother as having completed a college degree.

Data from the California Test of Personality were scored, this

score was changed to percentile value, the percentile was converted to "T" score. All data were changed to "T" score to make the data comparable. The scores are placed in rank order. A frequency distribution is then computed. Each of the ten traits are computed separately.

The same treatment given to the California Test of Personality was given to the questionnaire that was devised to measure some aspects of clothing attitudes. The key to the questionnaire allowed a +2 for each correct answer. This weighting for the questionnaire was arrived at so that the highest possible score on each of the traits would be near the highest possible score made on the standardized test. The questionnaire was scored, the percentile was computed and changed to "T" score. A frequency distribution was computed.

The mean was plotted from the data of the twenty samples in the pilot study in order to observe the statistical relationship of the mean. A careful study of the graphic relationship shows that statistical correlation does exist. (Figure I, page 53). The pilot study revealed that the relationship is less than +1 Standard Deviation from the standard score mean. The trait mean was plotted graphically for each sub-test to observe the corresponding mean on each sub-test as it deviates from the standard score mean. This observation indicated relationship.

The pilot study made apparent the need for few changes. Minor revisions were made in the procedure of administering the instruments.

Instead of giving the instruments all at one time and risking fatigue and faulty answers, the instruments were separated and given to the same groups on different days. Care was given to select the day when the students were in a more normal state. Immediately before or after a holiday was not a desirable time. No names were used on the instruments for this study. Each instrument was coded to match the student without his knowing it. Secret coding would aid in the authenticity of replies of the respondents.

After observing the findings in the pilot study, it was apparent that the major study had some real possibilities. The limitations revealed in the pilot study indicated the need to work mainly with the basic assumptions expressed in the statement of the problem. The pilot study gave lead to some revisions in the proposed statistical treatment. Conclusions drawn from these observations gave strength to the hypotheses that positive relationship does exist between personality traits and habits in clothing selection.

CHAPTER IV

FINDINGS AND ANALYSIS

After carefully considering the possibilities of this study and the probable significance of the findings, the appropriate statistical approach had to be worked out. If the investigation were to be scientific in nature, defensible statistics must be used.

All data were drawn from a single population sample. The study was designed to be a study of the significance of the difference between means of two different traits drawn from the same population sample. The hypothesis was that a high correlation would be found to exist between measured personality traits and practices in clothing selection.

The first treatment of the data was with the data collected in the pilot study. The pilot study was conducted to see if measurable relationships actually existed between personality traits and clothing selection habits. Data were gathered from twenty Guthrie High School home economics students. Ten distinctive personality traits were measured with the California Test of Personality. Ten matching questionnaires were calculated to measure habits in clothing selection. Raw scores for both measures were converted to percentile

ranks and then to standard T-scores to make the data comparable. The standard T-scores were placed into frequency distributions and measures of central tendency computed.

A graphic presentation of the plot of means for the ten traits was prepared. The graph was to examine the deviation of the trait-means around the T-score mean. (Figure I, page 53). A +1 was discovered by examination that no individual trait-mean was found to deviate more than ± 1 S. D. from the T-score mean. It was also observed that the graph of trait-means for the two instruments, The California Test of Personality and the Questionnaire, developed similar patterns.

From these observations, it was concluded that positive correlation does exist between the measures of Personality Traits and Clothing Selection Habits; with these findings in the pilot study, the instruments were adopted for the major study.

The second treatment of data was designed to test the validity of the questionnaires. The raw scores from the questionnaires were converted to percentile ranks and then to standard T-scores. The T-scores for each instrument were grouped in rank order. The investigation was based on the hypothesis, "If the responses to the questionnaire did not represent real feelings of the writers, the responses would have equal probability of being distributed in all four quartiles under the pattern of a normal distribution. The greater the divergence from normality, the greater the validity of the

feeling response."

Each set of T-scores for the trait questionnaires was computed in a Chi-square table. The responses were tested by the Chi-square treatment of divergence of observed responses from responses calculated on the hypotheses of a normal distribution. (Figures IIa, - II2d, pages 54 through 63). A probability of less than .01 was found to exist with each questionnaire trait. The results may be marked "significant at the .01 level". A probability of .01 would mean that if we were to repeat the questionnaire only one time in one hundred trials would a chi-square equal to the discovered factor occur if the responses did not represent real feelings. The discovered factors are much too great to be attributed to chance. We therefore conclude that the responses did in fact represent real feelings of the writers. With these findings the questionnaires were adopted as valid instruments to be used in the major study.

The California Test of Personality and the questionnaires were administered to ninety home economics students at the Faver High School, Guthrie, Oklahoma. Raw scores from the standardized personality test were converted to percentile ranks from the tables provided. Raw scores from the questionnaires were determined by matching the responses to responses that would satisfy the original hypotheses of the study. These raw scores were placed in frequency distributions and percentile ranks computed. Percentile ranks from both instruments were converted to standard T-scores by a conversion

table. The T-scores for both instruments were matched for each of the ninety subjects.

The original hypotheses for the study indicated that positive correlation does exist between personality traits and habits in clothing selection. The next treatment of the data was to compute the coefficient of correlation for the two sets of T-scores from the personality test traits and the questionnaire traits. The product-moment coefficient of correlation was used. Each set of matched traits was placed in a scatter-gram for graphic inspection. (Figures IIIa - III2d, pages 64-73). The product-moment coefficient of correlation was computed from each set of data. Positive correlation was found to exist with each trait. The correlation ranges for the ten traits were from .72 - .90.

From these findings, strong support was found for the original hypotheses for the study. It may be stated that positive relationship does exist between personality traits and practices in clothing selection. It may be noted, however, that relationships vary from one trait to another in direct relation to each other. Evidences of cross influences were identified. The strongest relationships were noted in the personal adjustment scale.

CHAPTER V

CULMINATION OF IDEAS

Summary

The major problem considered in this study relates to some of the psychological factors influencing the clothing selection of adolescents.

The purposes underlying the study were: (1) To make serious contribution to the scholarly literature of a peculiarly basic area in the modern study of personality and clothes. (2) To bridge obvious gaps in the incomplete nature of the evidence that is now available for the solution of specific clothing problems. (3) To shed light on some of the adolescent's problems so that those seeking to understand and guide adolescents may become reliable resources on which he can draw in acquiring realistic attitudes of self-acceptance and may be able to face the future in an acceptable way. (4) To record the achievements of the past and a series of interesting and effective signposts for the future that may open additional avenues of productive research in the study of clothing attitudes.

It was hypothesized that personality traits would have definite influence on the clothing selection habits of adolescent girls. The

intent of this study was to demonstrate the correlation between clothing selection and personality traits. It was assumed that:

(1) A recognition of clothing selection problems may help students to work toward a solution of the problem. (2) Clothing behavior of adolescents constitutes an important element in social life. (3) The personality structure of individuals may influence clothing selection. (4) The personal and social traits of individuals are identifiable to some extent by manner of dress.

The study was limited to ninety home economics students at Faver High School, Guthrie, Oklahoma. The study was conducted under conditions unusually favorable to the researcher. In an attempt to validate the hypotheses, the writer decided on three instruments to collect sufficient data for the study. The Standardized California Test of Personality, a questionnaire devised for the study and the personal data sheet were the data gathering instruments. The devised questionnaire was validated by the chi-square formula to give some degree of validity and strength to the study. The study was a test of the hypotheses. Evidences of cross influences were discerned by comparing the observed frequencies in the patterns of the scatter-gram tables.

In social research, a correlation coefficient of .70 or higher is considered acceptable. In measuring social science traits perfect correlation is improbable. Psychological generalizations and theories are seldom simple.

The personal data sheet given to obtain a vernacular of the sample revealed interesting personal facts about the respondents. There was an average of 7.50 members per family, which is somewhat large and may influence the responses. An average of 2.50 brothers and 2.42 sisters per family was revealed. Of the ninety respondents, only twenty-eight had part-time jobs averaging \$1.48 per week income. The number years of home economics taken previously might have some effect on responses; the average number years of previous home economics courses were 3.27. The average family income per week was \$49.37. The educational status of the parents was comparatively low, only two of the ninety subjects identified their mother as having a college degree. There were no college degrees among the fathers. Only forty-three respondents lived with their father and mother. The occupations of the parents varied from unskilled to semi-skilled, with few skilled workers. This summary of the sample may shed light on the adjustment and needs of the individuals that will be helpful in designing a curriculum to blend in harmony with the abilities, interests, aptitudes, health factors, and other needs of the students.

In the personal adjustment area trait, 1-A. Self-reliance, the California Test of Personality and the Questionnaire had a correlation coefficient of .89. (Figure IIIa, page 64). These findings would imply that observed habits in clothing selection would indicate a particular measured level of the specified trait. Negative

clothing selection habits as measured by the questionnaire would indicate negative feelings of Self-reliance. Trait 1-B. Sense of Personal Worth, the two instruments had a correlation coefficient of .77. (Figure IIIb, page 65). Trait 1-C. Sense of Personal Freedom, the two instruments had a correlation coefficient of .89. (Figure IIIc, page 66). Trait 1-D. Feeling of Belonging, the two instruments had a correlation coefficient of .72. (Figure IIId, page 67). Trait 1-E. Withdrawing Tendencies, the two instruments had a correlation coefficient of .89. (Figure IIIe, page 68). Trait 1-F. Nervous Symptoms, the two instruments had a correlation coefficient of .83. (Figure IIIf, page 69).

In the area of Social Adjustment trait 2-A. Social Standards, the two instruments had a correlation coefficient of .90. (Figure III2a, page 70). Trait 2-B. Social Skills, the two instruments had a correlation coefficient of .77. (Figure III2b, page 71). Trait 2-C. Anti-Social Tendencies, the two instruments had a correlation coefficient of .87. (Figure III2c, page 72). Trait 2-D. Family Relations, the two instruments had a correlation coefficient of .89. (Figure III2d, page 73).

Implications

The following implications were drawn from observations of the data revealed in the study:

1. That the information gathered in the observation of

clothing habits of the individual may be useful in understanding their problems and improving their adjustment.

2. This study supports other research that indicates personality is expressed in personal habits.
3. Clothing habits being one of the individual activities that gives expression to inner feelings; the study revealed positive relationships to personality traits.
4. The home economics teacher is trained to evaluate clothing selection habits. Such teachers become valuable guidance workers to personal introspection.
5. The guidance function may be enhanced by closer observation of clothing selection habits.
6. If a negative or positive personality trait has positive relation to clothing selection, such trait may be altered by guided habit development in clothing selection.

Recommendations

The following recommendations suggested by the writer in reference to the study of psychological aspects of clothing appear justified in light of the analysis of the data:

1. The need for further study of the positive correlations that do exist between personality and clothing selection

habits.

2. The questionnaire designed for this study may have possibilities for future use.
3. The study of a particular ethnic or social group may identify a different set of drives, urges, and motivations.
4. A repeat of this study with select groups in different geographical locations may be valuable to research as well as to the garment industry.
5. That the study be expanded to a major research project.

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APPENDIX I
QUESTIONNAIRE

INSTRUCTIONS:

This questionnaire contains questions which can be answered YES or NO. Your answers will show what you usually think, how you usually feel, or what you usually do about things. You are to decide for each question whether the answer is YES or NO. A circle around the word YES or NO will indicate YOUR answer, DO NOT SIGN YOUR NAME.

- | | | |
|---|-----|----|
| 1. I enjoy wearing pretty clothes because they make me feel gay and feminine. | YES | NO |
| 2. I feel self-confident in my clothes. | YES | NO |
| 3. I feel nervous when wearing bright colors. | YES | NO |
| 4. I like to wear colors which my friends will notice and comment about. | YES | NO |
| 5. I like to "work on myself" to improve my appearance. | YES | NO |
| 6. I would not care if girls stopped wearing tennis shoes. I would wear them anyway. | YES | NO |
| 7. I select all my own clothes. | YES | NO |
| 8. I enjoy wearing the clothes I select. | YES | NO |
| 9. Red is my favorite color. | YES | NO |
| 10. I like to dress well just because it makes me happy, even when I know I won't see anyone. | YES | NO |
| 11. I feel as though I have enough clothes, but always want more. | YES | NO |
| 12. I would like to have a few more clothes to wear. | YES | NO |

- | | | | |
|-----|---|-----|----|
| 13. | I like dresses that fit the figure closely. | YES | NO |
| 14. | I think my appearance is better than that of the average girl, | YES | NO |
| 15. | I like to wear clothes that make me look more grown up. | YES | NO |
| 16. | I like short skirts above the knee. | YES | NO |
| 17. | I think girls my age should have a clothing allowance. | YES | NO |
| 18. | I like to read fashion magazines and get ideas from them in selecting my clothes. | YES | NO |
| 19. | I like to wear small articles of jewelry. | YES | NO |
| 20. | I like to wear make-up, such as powder, lipstick, and eye-shadow. | YES | NO |
| 21. | I feel that my moods change with the colors I wear. | YES | NO |
| 22. | I like tones of soft blues, greens and grays. | YES | NO |
| 23. | I feel hurt readily, and am sensitive to remarks or actions which have reference to my clothes. | YES | NO |
| 24. | I don't enjoy wearing my clothes unless my friends like them. | YES | NO |
| 25. | I talk to others only when necessary. | YES | NO |
| 26. | I am interested in the attitude of boys my own age toward appropriate dress for girls. | YES | NO |
| 27. | I have sometimes refused invitations because I did not have the right clothes to wear. | YES | NO |
| 28. | I am not conscious of my clothes once I get them on. They seldom make me uncomfortable. | YES | NO |
| 29. | I indulge in self-pity when my family cannot afford to buy new clothes for me. | YES | NO |
| 30. | I prefer wearing clothes that boys will like. | YES | NO |
| 31. | I like to discuss with others what makes a girl attractive. | YES | NO |

- | | | | |
|-----|--|-----|----|
| 32. | I stay at home when I don't have what I want to wear. | YES | NO |
| 33. | I hate to shop, so I go without or get the first thing I see. | YES | NO |
| 34. | I tire of clothes quickly. | YES | NO |
| 35. | I am hard to fit and cannot find the clothes I desire. | YES | NO |
| 36. | I like to wear lots of jewelry, such as pins, bracelets, and rings. | YES | NO |
| 37. | I especially like to mix and blend colors of my accessories. | YES | NO |
| 38. | I like especially well, reds, oranges and yellow tones. | YES | NO |
| 39. | I like to wear clothes that are like the clothes my friends wear. | YES | NO |
| 40. | I am extremely particular about my dress and careful about my personal property. | YES | NO |
| 41. | I am careful of the general impressions I create. | YES | NO |
| 42. | I believe one's appearance has much to do with popularity. | YES | NO |
| 43. | I am often embarrassed because of my clothes. | YES | NO |
| 44. | I select my friends from those who dress well. | YES | NO |
| 45. | I am more talkative and popular when I feel well-dressed. | YES | NO |
| 46. | I would rather have a lot of clothes rather than a few good ones. | YES | NO |
| 47. | I would feel more at ease if I had better clothes. | YES | NO |
| 48. | I like to buy the newest fashions. | YES | NO |
| 49. | I don't mind wearing uncomfortable shoes if they look particularly good on me. | YES | NO |
| 50. | I prefer to shop alone when making my own clothing purchases. | YES | NO |

- | | | | |
|-----|---|-----|----|
| 51. | I limit my acquaintances to a select group. | YES | NO |
| 52. | I keep in the background on social occasions, avoiding criticism of my dress. | YES | NO |
| 53. | I hate to shop for clothes, the sales-people are so unfriendly. | YES | NO |
| 54. | I am unhappy when I cannot dress better than my friends. | YES | NO |
| 55. | I enjoy wearing the clothes my mother selects. She has good taste. | YES | NO |
| 56. | I do not have enough money to buy the clothes I would like to have. | YES | NO |
| 57. | I sometimes ask my mother's advice on what to wear. | YES | NO |
| 58. | I dislike wearing hand-me-down clothes. | YES | NO |
| 59. | I prefer to solve my own clothing problems. | YES | NO |
| 60. | I enjoy wearing the clothes my mother makes for me, she sews very well. | YES | NO |

APPENDIX II

Clothing selection will be related to the measured traits in these ways:
(Hypotheses for each trait)

PERSONAL ADJUSTMENT

1-A A person rating high in self-reliance would:

- Feel self-confident in clothes
- Like to wear noticeable clothes and receive comments
- Like to be different in dress, or individual
- Selects most clothes for herself
- Like to wear stimulating colors, such as red, yellow, orange

1-B A person with a high sense of personal worth would:

- Like to wear fitted clothes
- Like to wear more expensive clothes than peers
- Have large numbers of clothing articles
- Like to wear clothes that make them look older or more mature

1-C A person rating high in a sense of personal freedom would:

- Like to do her own shopping for clothes
- Like colors to change with her mood
- Feel at ease in her clothes
- Use jewelry for individuality
- Like soft colors

1-D A person rating high in the feeling of belonging would:

- Like to talk to others about clothes
- Enjoy clothing classes
- Be interested in what the opposite sex thinks of her clothes
- Be very clothes conscious
- Follow the standards of dress of peers

- 1-E A person high in freedom from withdrawing tendencies and nervous
 1-F symptoms would:

Enjoy shopping for clothing with others
 Selects only those clothes she is likely to wear
 Refers to authorities on proper dress
 Likes to coordinate and blend accessories

SOCIAL ADJUSTMENT

- 2-A A person rating high in social standards would:

Try to improve her appearance
 Try to dress to please her peers
 Be careful in selection of colors
 Be figure conscious

- 2-B A person rating high in social skills would:

Like to wear the latest fashion
 Like to appear better dressed than peers
 Be uncomfortable to be attractively dressed
 Be at ease in clothes

- 2-C A person rating high in freedom from anti-social tendencies would:

Like to be with others while shopping and accept their
 suggestions
 Like to receive invitations and attend group functions
 Like to shop for clothing articles
 Enjoy helping others select their clothing
 Follow the trends of others
 Take care of clothes

- 2-D A person rating high in family relations would:

Like to wear the clothes made at home
 Want the advice of mother and father on what to wear
 Wear hand-me-downs from the family
 Construct or help in construction of garments to save
 money

APPENDIX III

Key to instrument for measuring the clothing selection habits.

		<u>Highest Possible Score</u>
1-A	SELF-RELIANCE	
	Related questions are numbers 1-10.	= 20
1-B	SENSE OF PERSONAL WORTH	
	Related questions are numbers 11-16.	= 12
1-C	SENSE OF PERSONAL FREEDOM	
	Related questions are numbers 17-22.	= 12
1-D	FEELING OF BELONGING	
	Related questions are numbers 23-28.	= 12
1-E	FREEDOM FROM WITHDRAWING TENDENCIES	
	Related questions are numbers 29-33.	= 10
1-F	FREEDOM FROM NERVOUS SYMPTOMS	
	Related questions are numbers 34-38.	= 10
2-A	SOCIAL STANDARDS	
	Related questions are numbers 39-44.	= 12
2-B	SOCIAL SKILLS	
	Related questions are numbers 45-49	= 10

2-C FREEDOM FROM ANTI-SOCIAL TENDENCIES

Related questions are numbers 50-54. = 10

2-D FAMILY RELATIONS

Related questions are numbers 55-60. = 12

APPENDIX IV

DATA SHEET

INSTRUCTIONS:

This sheet contains some questions relating to the family. Circle one of the statements or figures that best applies to you and your family.

DO NOT SIGN NAME

AGE _____

1. What is the total number of members in your family? _____
2. How many brothers do you have? _____
3. How many sisters do you have? _____
4. Do you have a part-time job? _____
5. How much do you earn each week? _____
6. How many years have you studied homemaking? _____
7. How many rooms are there in your home? (Do not count the kitchen and bathroom) _____
8. Circle the figure that is nearest the income of your family, weekly.
(a) \$20. (b) \$25. (c) \$30. (d) \$40. (e) \$45. (f) \$50.
9. How many months during the year is this income drawn? Circle the months. (a) 4 months (b) 6 months (c) 9 months (d) 10 months (e) 12 months
10. Circle the stage of education reached by your mother.
(a) Completed 8th grade (b) Some high school (c) High school graduate (d) Some college (e) College Graduate (f) Advanced degree

11. Circle the stage of education reached by your father.

(a) Completed 8th grade (b) Some high school (c) High school graduate (d) Some college (e) College graduate (f) Advanced degree

12. If your mother works away from home, what kind of work does she do? _____

13. What kind of work does your father do? _____

14. Do you live with your (a) Father and Mother (b) Father alone (c) Mother alone (d) Grandparents (e) Other _____

FIGURE I

GRAPHIC REPRESENTATION OF STANDARD DEVIATIONS
OF THE TRAIT-MEANS AROUND THE T-SCORE
MEAN FOR THE PILOT STUDY

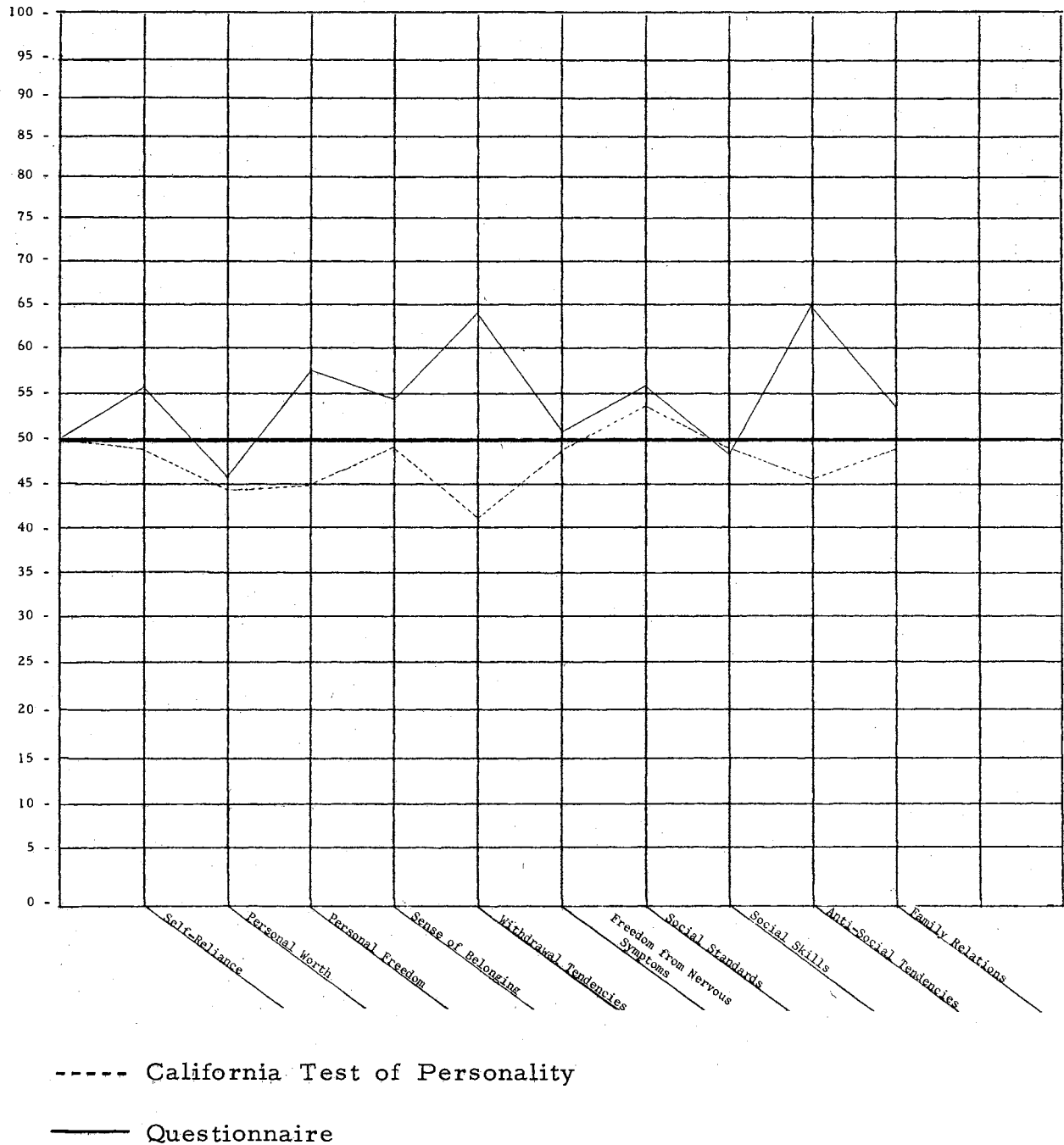


FIGURE IIa

CHI-SQUARE FIGURE FOR DIVERGENCE OF OBSERVED RESPONSES
FROM RESPONSES OF A NORMAL DISTRIBUTION
FOR TRAIT 1 - A - SELF-RELIANCE

	First Quartile	Second Quartile	Third Quartile	Fourth Quartile	
Observed (fo)	0	5	42	43	90
Expected (fe)	6.0	39.0	39.0	6.0	90

(fo - fe)	-6	-34	3	37	
(fo - fe) ²	36	1156	9	1369	
$\frac{(fo - fe)^2}{fe}$	6	39.6	.231	228.16	$\Sigma = 273.99$

$$\chi^2 = \Sigma \left[\frac{(fo - fe)^2}{fe} \right] = 273.99$$

$$df = (r-1)(c-1)$$

$$= (4-1)(2-1)$$

$$= (3)(1)$$

$$= 3$$

$$AP = .01$$

(Clearly beyond table)

FIGURE IIb

CHI-SQUARE FIGURE FOR DIVERGENCE OF OBSERVED RESPONSES
FROM RESPONSES OF A NORMAL DISTRIBUTION
FOR TRAIT 1-B - PERSONAL WORTH

	First Quartile	Second Quartile	Third Quartile	Fourth Quartile	
Observed (fo)	21	56	10	3	90
Expected (fe)	6	39	39	6	90

(fo-fe)	15	17	-29	-3	
(fo-fe) ²	225	289	841	9	
(fo-fe) ²	37.50	7.41	21.56	1.50	$\Sigma = 67.67$

$$X^2 = \Sigma \left[\frac{(fo-fe)^2}{fe} \right] = 67.67$$

$$df = (r-1)(c-1)$$

$$= (4-1)(2-1)$$

$$= (3)(1)$$

$$= 3$$

$$AP = .01$$

(Clearly beyond table)

FIGURE IIc

CHI-SQUARE FIGURE FOR DIVERGENCE OF OBSERVED RESPONSES
FROM RESPONSES OF A NORMAL DISTRIBUTION
FOR TRAIT 1-C - PERSONAL FREEDOM

	First Quartile	Second Quartile	Third Quartile	Fourth Quartile	
Observed (fo)	0	24	31	35	90
Expected (fe)	6	39	39	6	90

(fo-fe)	-6	-15	-8	29	
(fo-fe) ²	36	225	64	841	
$\frac{(fo-fe)^2}{fe}$	6.00	5.77	1.63	140.16	$\Sigma = 153.56$

$$X^2 = \Sigma \left[\frac{(fo-fe)^2}{fe} \right] = 153.56 \quad df = (r-1)(c-1)$$

$$= (4-1)(2-1)$$

$$= (3)(1)$$

$$= 3$$

$$AP = .01$$

(Clearly beyond table)

FIGURE IIa

CHI-SQUARE FIGURE FOR DIVERGENCE OF OBSERVED RESPONSES
FROM RESPONSES OF A NORMAL DISTRIBUTION
FOR TRAIT 1-D - FEELING OF BELONGING

	First Quartile	Second Quartile	Third Quartile	Fourth Quartile	
Observed (fo)	3	14	30	43	90
Expected (fe)	6	39	39	6	90

(fo-fe) -3 -25 -9 37

(fo-fe)² 9 625 81 1369

$\frac{(fo-fe)^2}{fe}$ 1.50 16.03 2.08 228.16 $\Sigma = 247.77$

$$X^2 = \Sigma \left[\frac{(fo-fe)^2}{fe} \right] = 247.77$$

$$df = (r-1)(c-1)$$

$$= (4-1)(2-1)$$

$$= (3)(1)$$

$$= 3$$

$$AP = .01$$

(Clearly beyond table)

FIGURE IIe

CHI-SQUARE FIGURE FOR DIVERGENCE OF OBSERVED RESPONSES
FROM RESPONSES OF A NORMAL DISTRIBUTION
FOR TRAIT 1-E - FREEDOM FROM WITHDRAWAL TENDENCIES

	First Quartile	Second Quartile	Third Quartile	Fourth Quartile	
Observed (fo)	4	8	26	52	90
Expected (fe)	6	39	39	6	90

(fo-fe)	-2	-31	-13	46	
(fo-fe) ²	4	961	169	2116	
$\frac{(fo-fe)^2}{fe}$	.66	24.64	4.33	352.66	$\Sigma = 382.29$

$$X^2 = \Sigma \left[\frac{(fo-fe)^2}{fe} \right] = 382.29$$

$$\begin{aligned} df &= (r-1)(c-1) \\ &= (4-1)(2-1) \\ &= (3)(1) \\ &= 3 \end{aligned}$$

$$AP = .01$$

(Clearly beyond table)

FIGURE III

CHI-SQUARE FIGURE FOR DIVERGENCE OF OBSERVED RESPONSES
FROM RESPONSES OF A NORMAL DISTRIBUTION
FOR TRAIT 1-F - FREEDOM FROM NERVOUS SYMPTOMS

	First Quartile	Second Quartile	Third Quartile	Fourth Quartile	
Observed (fo)	7	13	31	39	90
Expected (fe)	6	39	39	6	90

(fo-fe)	1	-26	-8	36	
(fo-fe) ²	1	676	64	1296	
$\frac{(fo-fe)^2}{fe}$	.16	17.18	1.64	216	$\Sigma = 234.98$

$$X^2 = \Sigma \left[\frac{(fo-fe)^2}{fe} \right] = 234.98$$

$$\begin{aligned} df &= (r-1)(c-1) \\ &= (4-1)(2-1) \\ &= (3)(1) \\ &= 3 \end{aligned}$$

$$AP = .01$$

(Clearly beyond table)

FIGURE II2a

CHI-SQUARE FIGURE FOR DIVERGENCE OF OBSERVED RESPONSES
FROM RESPONSES OF A NORMAL DISTRIBUTION
FOR TRAIT 2-A - SOCIAL STANDARDS

	First Quartile	Second Quartile	Third Quartile	Fourth Quartile	
Observed (fo)	0	28	34	28	90
Expected (fe)	6	39	39	6	90

(fo-fe)	-6	-11	-5	22	
(fo-fe) ²	36	121	25	484	
$\frac{(fo-fe)^2}{fe}$	6	3.1	.64	80.6	$\Sigma = 90.34$

$$X^2 = \Sigma \left[\frac{(fo-fe)^2}{fe} \right] = 90.34$$

$$df = (r-1)(c-1)$$

$$= (4-1)(2-1)$$

$$= (3)(1)$$

$$= 3$$

$$AP = .01$$

(Clearly beyond table)

FIGURE II2b

CHI-SQUARE FIGURE FOR DIVERGENCE OF OBSERVED RESPONSES
FROM RESPONSES OF A NORMAL DISTRIBUTION
FOR TRAIT 2-B - SOCIAL SKILLS

	First Quartile	Second Quartile	Third Quartile	Fourth Quartile	
Observed (fo)	10	24	25	31	90
Expected (fe)	6	39	39	6	90

(fo-fe) 4 -15 -14 25

(fo-fe)² 16 225 196 625

$\frac{(fo-fe)^2}{fe}$ 2.66 5.77 5.02 104.16 $\Sigma = 117.61$

$$X^2 = \Sigma \left[\frac{(fo-fe)^2}{fe} \right] = 117.61$$

$$df = (r-1)(c-1)$$

$$= (4-1)(2-1)$$

$$= (3)(1)$$

$$= 3$$

$$AP = .01$$

(Clearly beyond table)

FIGURE II2c

CHI-SQUARE FIGURE FOR DIVERGENCE OF OBSERVED RESPONSES
FROM RESPONSES OF A NORMAL DISTRIBUTION
FOR TRAIT 2-B - ANTI-SOCIAL TENDENCIES

	First Quartile	Second Quartile	Third Quartile	Fourth Quartile	
Observed (fo)	2	9	12	67	90
Expected (fe)	6	39	39	6	90

(fo-fe)	-4	-30	-17	60
(fo-fe) ²	16	900	289	3600
$\frac{(fo-fe)^2}{fe}$	2.66	23.07	7.41	600.00 $\Sigma = 633.14$

$$\chi^2 = \Sigma \left[\frac{(fo-fe)^2}{fe} \right] = 633.14$$

$$\begin{aligned} df &= (r-1)(c-1) \\ &= (4-1)(2-1) \\ &= (3)(1) \\ &= 3 \end{aligned}$$

$$AP = .01$$

(Clearly beyond table)

FIGURE II2d

CHI-SQUARE FIGURE FOR DIVERGENCE OF OBSERVED RESPONSES
FROM RESPONSES OF A NORMAL DISTRIBUTION
FOR TRAIT 2-D - FAMILY RELATIONS

	First Quartile	Second Quartile	Third Quartile	Fourth Quartile	
Observed (fo)	7	22	27	34	90
Expected (fe)	6	39	39	6	90

(fo-fe)	1	-17	-12	28	
(fo-fe) ²	1	289	144	784	
$\frac{(fo-fe)^2}{fe}$	.16	7.41	3.69	130.66	$\Sigma = 141.92$

$$\chi^2 = \sum \left[\frac{(fo-fe)^2}{fe} \right] = 141.92$$

$$df = (r-1)(c-1)$$

$$= (4-1)(2-1)$$

$$= (3)(1)$$

$$= 3$$

$$AP = .01$$

(Clearly beyond table)

FIGURE IIIa

SCATTER-GRAM OF MATCHED TRAITS SHOWING COEFFICIENT CORRELATIONS OF
 TRAIT 1-A - SELF RELIANCE

California Test of Personality

Questionnaire	27-29	30-32	33-35	36-38	39-41	42-44	45-47	48-50	51-53	54-56	57-59	60-62	63-65	66-68	69-71	fy	y'	fy'	fy' ²	Σx'y'	Σx'
78-81																0	7	0	0	0	0
74-77																1	6	6	36	42	7
70-73																0	5	0	0	0	0
66-69																1	4	4	16	24	6
62-65																2	3	6	18	12	4
58-61																21	2	42	64	80	40
54-57																15	1	15	15	26	26
50-53																13	0	0	0	0	8
46-49																10	-1	-10	10	15	-15
42-45																15	-2	-30	60	48	-24
38-41																0	-3	0	0	0	0
34-37																7	-4	-28	112	124	-31
30-33																0	-5	0	0	0	0
26-29																2	-6	-12	72	84	-14
22-25																3	-7	-21	147	147	-21
fx	5	0	3	7	0	7	28	5	0	18	10	0	3	3	1	90		-28	550	602	-14
x'	-7	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6	7						
fx'	-35	0	-15	-28	0	-14	-28	0	0	36	30	0	15	18	7	-14					
fx' ²	245	0	75	112	0	28	28	0	0	72	90	0	75	108	49	882					
Σx'y'	231	0	60	84	0	12	20	0	0	52	45	0	20	36	42	602					
Σy'	-33	0	-12	-21	0	-6	-20	7	0	26	15	0	4	6	6	-28					

$$C_y = \frac{fy'}{fy} = \frac{-28}{90} = -.31$$

$$C_x = \frac{fx'}{fx} = \frac{-14}{90} = -.15$$

$$SD_y = \sqrt{\frac{fy'^2}{fy} - C_y^2} = \sqrt{\frac{550}{90} - .096}$$

$$SD_y = \sqrt{6.111 - .096} = \sqrt{6.01} = 2.4$$

$$SD_x = \sqrt{\frac{fx'^2}{fx} - C_x^2} = \sqrt{\frac{882}{90} - .02}$$

$$SD_x = \sqrt{9.80 - .02} = \sqrt{9.78} = 3.1$$

$$r = \frac{\frac{\Sigma x'y'}{fy} - C_y \times C_x}{SD_y \times SD_x} = \frac{\frac{602}{90} - .04}{7.44} = \frac{6.67 - .04}{7.44} = \frac{6.63}{7.44}$$

$$r = .89$$

FIGURE IIb

SCATTER-GRAM OF MATCHED TRAITS SHOWING COEFFICIENT CORRELATIONS OF
TRAIT 1-B - SENSE OF PERSONAL WORTH

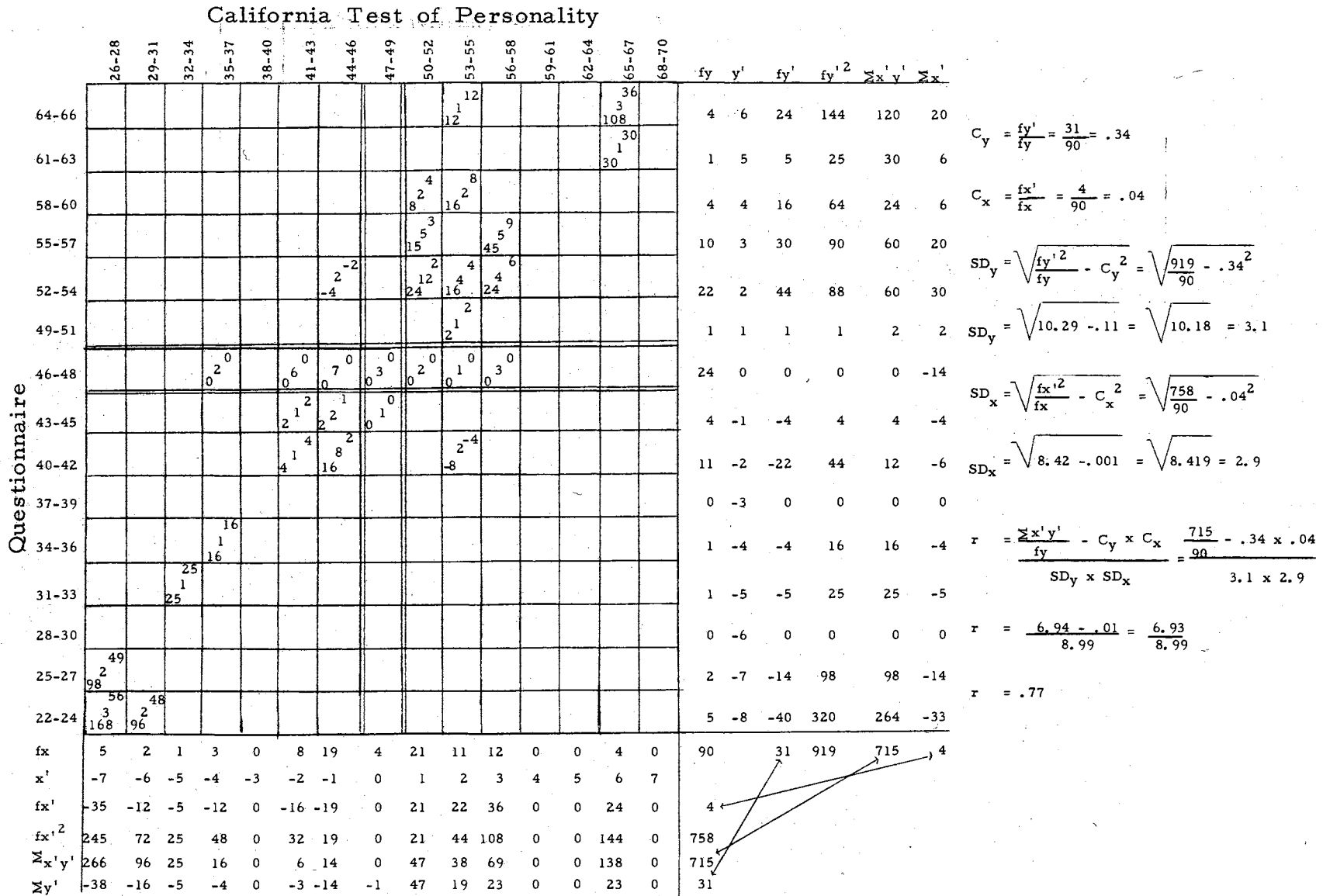


FIGURE IIIc

SCATTER-GRAM OF MATCHED TRAITS SHOWING COEFFICIENT CORRELATIONS OF
 TRAIT 1-C - SENSE OF PERSONAL FREEDOM

California Test of Personality

Questionnaire

	19-21	22-24	25-27	28-30	31-33	34-36	37-39	40-42	43-45	46-48	49-51	52-54	55-57	58-60	61-63	f_y	y'	fy'	fy'^2	$\sum x'y'$	$\sum x'$
58-60											15	20	25			9	5	45	225	180	36
55-57													20			1	4	4	16	20	5
52-54							0	1	3	6	2	9	15			9	3	27	81	51	17
49-51							0	2	4	2	5	8	10			16	2	32	64	68	34
46-48							0	2	2	2	2	2	2			6	1	6	6	6	6
43-45							0	1	0	2	0	4	0			7	0	0	0	0	10
40-42					2	2	1	1	6	0	-1	-2				14	-1	-14	14	-4	4
37-39																0	-2	0	0	0	0
34-36						6	3									12	-3	-36	108	69	-23
31-33						8										1	-4	-4	16	8	-2
28-30			25	20		10	5									9	-5	-45	225	115	-23
25-27			30	24		4	2									3	-6	-18	108	78	-13
22-24				28												1	-7	-7	49	28	-4
19-21			40													2	-8	-16	128	80	-10
16-18																0	-9	0	0	0	0
$\sum f_x$	0	0	4	5	0	18	4	12	13	16	7	4	7	0	0	90					
$\sum x'$	-7	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6	7						
$\sum f_x'$	0	0	-20	-20	0	-36	-4	0	13	32	21	16	35	0	0	37					
$\sum f_x'^2$	0	0	100	80	0	72	4	0	13	64	63	64	175	0	0	635					
$\sum x'y'$	0	0	135	116	0	118	14	0	21	22	75	68	130	0	0	699					
$\sum y'$	0	0	-27	-29	0	-59	-14	3	21	11	25	17	26	0	0	-26					

$$C_y = \frac{f_y'}{f_y} = \frac{-26}{90} = -.27$$

$$C_x = \frac{f_x'}{f_x} = \frac{37}{90} = .41$$

$$SD_y = \sqrt{\frac{f_y'^2}{f_y} - C_y^2} = \sqrt{\frac{10.40}{90} - (-.27)^2}$$

$$SD_y = \sqrt{11.55 - .07} = \sqrt{11.43} = 3.3$$

$$SD_x = \sqrt{\frac{f_x'^2}{f_x} - C_x^2} = \sqrt{\frac{635}{90} - (.41)^2}$$

$$SD_x = \sqrt{7.05 - .17} = \sqrt{6.88} = 2.6$$

$$r = \frac{\sum x'y' - C_y \times C_x}{SD_y \times SD_x} = \frac{699 - (-.27)(.41)}{(3.3)(2.6)}$$

$$r = \frac{7.76 + .11}{8.58} = \frac{7.87}{8.58}$$

$$r = .89$$

FIGURE IIId

SCATTER-GRAM OF MATCHED TRAITS SHOWING COEFFICIENT CORRELATIONS OF
TRAIT 1-D - FEELING OF BELONGING

California Test of Personality

Questionnaire

	24-26	27-29	30-32	33-35	36-38	39-41	42-44	45-47	48-50	51-53	54-56	57-59	60-62	63-65	66-68	fy	y'	fy'	fy' ²	Σ x'y'	Σ x'	
72-74															1	56	1	8	8	64	56	7
69-71																	0	7	0	0	0	0
66-68																	0	6	0	0	0	0
63-65															30	30	1	5	5	25	30	6
60-62															24	48	12	4	48	192	116	29
57-59																	0	3	0	0	0	0
54-56																	16	2	32	64	40	20
51-53																	1	1	1	1	2	2
48-50																	23	0	0	0	0	40
45-47																	11	-1	-11	11	-4	4
42-44																	6	-2	-12	24	12	-6
39-41																	10	-3	-30	90	30	-10
36-38																	1	-4	-4	16	16	-4
33-35																	6	-5	-30	150	115	-23
30-32																	2	-6	-12	72	42	-7
fx	0	0	0	8	4	0	18	14	21	1	15	1	1	6	1	90						
x'	-7	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6	7							
fx'	0	0	0	-32	-12	0	-18	0	21	2	45	4	5	36	7	58						
fx' ²	0	0	0	108	36	0	18	0	21	4	135	16	25	216	49	628						
Σ x'y'	0	0	0	152	48	0	26	0	33	2	72	-12	0	78	56	455						
Σ y'	0	0	0	-38	-16	0	-26	-1	33	1	24	-3	0	13	8	-5						

$$C_y = \frac{\sum \frac{fy'}{fy}}{\sum \frac{fy'}{fy}} = \frac{-5}{90} = -.05$$

$$C_x = \frac{\sum \frac{fx'}{fx}}{\sum \frac{fx'}{fx}} = \frac{58}{90} = .64$$

$$SD_y = \sqrt{\frac{\sum \frac{fy'^2}{fy}}{\sum \frac{fy'^2}{fy}} - C_y^2} = \sqrt{\frac{709}{90} - .002}$$

$$SD_y = \sqrt{7.87 - .002} = \sqrt{7.86} = 2.8$$

$$SD_x = \sqrt{\frac{\sum \frac{fx'^2}{fx}}{\sum \frac{fx'^2}{fx}} - C_x^2} = \sqrt{\frac{628}{90} - .41}$$

$$SD_x = \sqrt{6.97 - .41} = \sqrt{6.56} = 2.5$$

$$r = \frac{\sum \frac{x'y'}{fy} - C_y \times C_x}{SD_y \times SD_x} = \frac{\frac{455}{90} - (-.05)(.64)}{(2.8)(2.5)}$$

$$r = \frac{5.05 + .02}{7.0} = \frac{5.07}{7.0}$$

$$r = .72$$

FIGURE IIIe

SCATTER-GRAM OF MATCHED TRAITS SHOWING COEFFICIENT CORRELATIONS OF
 TRAIT 1-E - WITHDRAWING TENDENCIES

California Test of Personality

Questionnaire

	25-27	28-30	31-33	34-36	37-39	40-42	43-45	46-48	49-51	52-54	55-57	58-60	61-63	64-66	67-69	fy	y'	fy'	fy' ²	Σx'y'	Σx'
61-63														56		1	7	7	49	56	8
58-60								12		24		36				6	6	36	216	156	26
55-57								24		24		108				0	5	0	0	0	0
52-54								8		12		16				5	4	20	80	64	16
49-51								24		32						0	3	0	0	0	0
46-48								1		2		2				25	2	50	100	32	16
43-45								13		9		6				9	1	9	9	7	7
40-42								0		1		0				2	0	0	0	0	3
37-39								0		0						13	-1	-13	13	20	-20
34-36								4		3		2				2	-2	-4	8	6	-3
31-33								15		6		3				6	-3	-18	54	36	-12
28-30								20		3						6	-4	-24	96	108	-27
25-27								60		48						9	-5	-45	225	210	-42
22-24								25		20						6	-6	-36	216	162	-27
19-21								6		3		24				90	-7	0	0	0	0
fx	13	10	0	7	12	18	12	7	4	3	0	3	0	1	0	90	-18	1066	857	-55	
x'	-5	-4	-3	-2	-1	0	1	2	3	4	5	6	7	8	9						
fx'	-65	-40	0	-14	-12	0	12	14	12	12	0	18	0	8	0	-55					
fx' ²	425	160	0	28	12	0	12	28	36	48	0	108	0	64	0	921					
Σx'y'	315	184	0	24	19	0	21	44	30	56	0	108	0	56	0	857					
Σy'	-63	-46	0	-12	-19	30	21	22	10	14	0	18	0	7	0	-18					

$$C_y = \frac{fy'}{fy} = \frac{-18}{90} = -.20$$

$$C_x = \frac{fx'}{fx} = \frac{-55}{90} = -.61$$

$$SD_y = \sqrt{\frac{fy'^2}{fy} - C_y^2} = \sqrt{\frac{1066}{90} - .04}$$

$$SD_y = \sqrt{11.84 - .04} = \sqrt{11.80} = 3.4$$

$$SD_x = \sqrt{\frac{fx'^2}{fx} - C_x^2} = \sqrt{\frac{921}{90} - .37}$$

$$SD_x = \sqrt{10.23 - .37} = \sqrt{9.86} = 3.1$$

$$r = \frac{\frac{\Sigma x'y'}{fy} - C_y \times C_x}{SD_y \times SD_x} = \frac{\frac{857}{90} - .12}{10.54}$$

$$r = \frac{9.52 - .12}{10.54} = \frac{9.40}{10.54}$$

$$r = .89$$

FIGURE IIIf

SCATTER-GRAM OF MATCHED TRAITS SHOWING COEFFICIENT CORRELATIONS OF TRAIT 1-F - NERVOUS SYMPTOMS

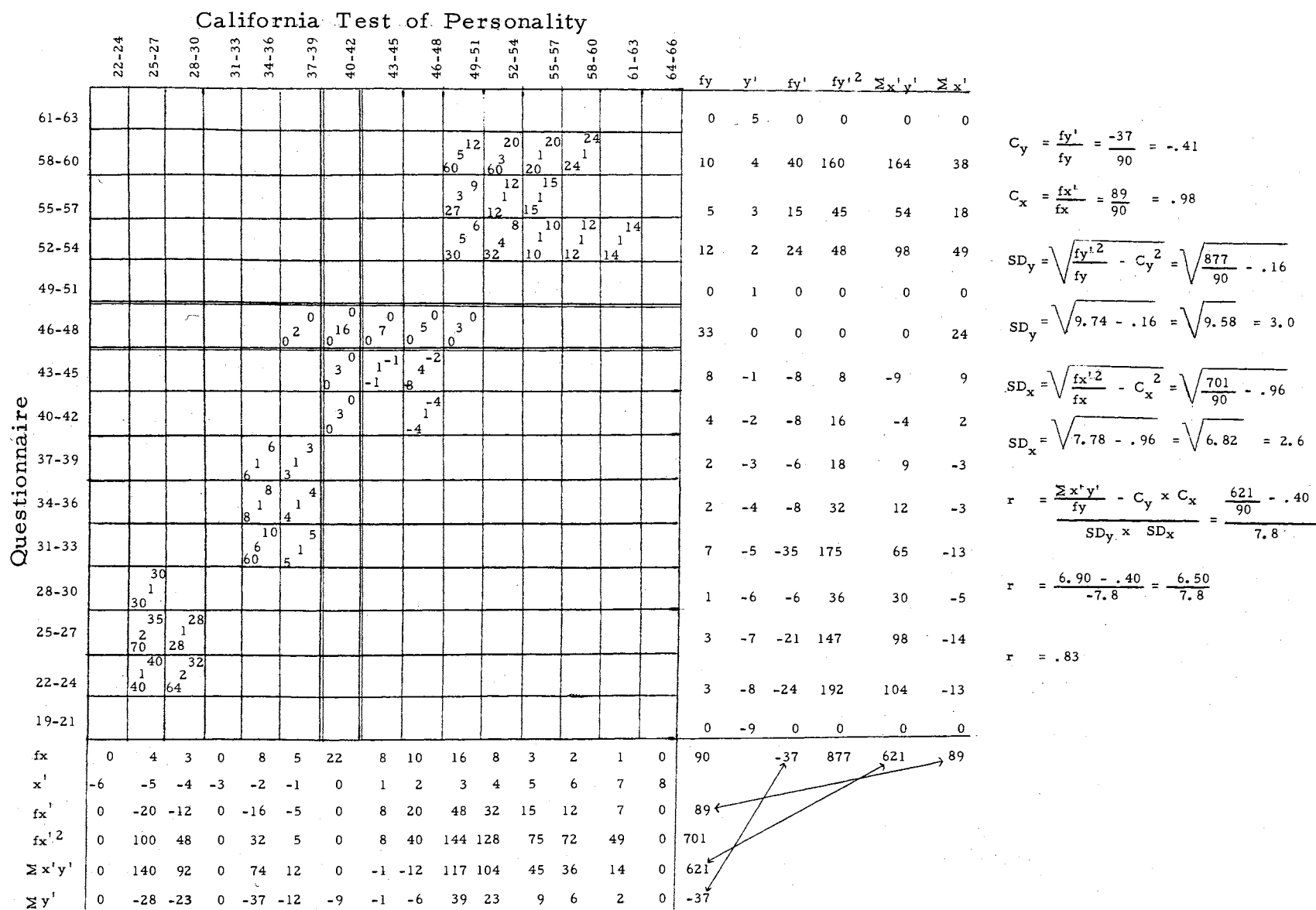


FIGURE III2a

SCATTER-GRAM OF MATCHED TRAITS SHOWING COEFFICIENT CORRELATIONS OF
TRAIT 2-A - SOCIAL STANDARDS

California Test of Personality

Questionnaire

	31-32	33-34	35-36	37-38	39-40	41-42	43-44	45-46	47-48	49-50	51-52	53-54	55-56	57-58	59-60	f_y	y'	fy'	fy'^2	$\sum x'y'$	$\sum x'^2$
65-65																0	5	0	0	0	0
62-64																0	4	0	0	0	0
59-61																14	3	42	117	72	24
56-58																2	2	4	8	8	4
53-55																19	1	19	19	14	14
50-52																27	0	0	0	0	-5
47-49																0	-1	0	0	0	0
44-46																13	-2	-26	52	110	-55
41-43																1	-3	-3	3	9	-3
38-40																6	-4	-24	96	84	-21
35-37																1	-5	-5	5	40	-8
32-34																1	-6	-6	6	60	-10
29-31																6	-7	-42	294	364	-52
26-28																0	-8	0	0	0	0
23-25																0	-9	0	0	0	0
$\sum f_x$	0	3	0	5	0	8	0	2	15	1	0	25	1	30	0	90	-41	600	761	112	
$\sum x'$	-11	-10	-9	-8	-7	-6	-5	-4	-3	-2	-1	0	1	2	3	-112					
$\sum fx'$	0	-30	0	-40	0	-48	0	-8	-45	-2	0	0	1	60	0	-112					
$\sum fx'^2$	0	300	0	370	0	288	0	32	135	4	0	0	1	120	0	1250					
$\sum x'y'$	0	200	0	264	0	96	0	8	99	-6	0	0	0	100	0	761					
$\sum y'$	0	-20	0	-33	0	-16	0	-2	-33	3	0	10	0	50	0	-41					

$$C_y = \frac{\sum fy'}{\sum f_y} = \frac{-41}{90} = -.45$$

$$C_x = \frac{\sum fx'}{\sum f_x} = \frac{-112}{90} = -1.24$$

$$SD_y = \sqrt{\frac{\sum fy'^2}{\sum f_y} - C_y^2} = \sqrt{\frac{600}{90} - .20} = \sqrt{6.66 - .20} = \sqrt{6.46} = 2.54$$

$$SD_y = \sqrt{6.66 - .20} = \sqrt{6.46} = 2.54$$

$$SD_x = \sqrt{\frac{\sum fx'^2}{\sum f_x} - C_x^2} = \sqrt{\frac{1250}{90} - 1.5} = \sqrt{13.88 - 1.5} = \sqrt{12.38} = 3.52$$

$$SD_x = \sqrt{13.88 - 1.5} = \sqrt{12.38} = 3.52$$

$$r = \frac{\sum x'y'}{\sum f_y \times SD_y \times SD_x} = \frac{761}{90 \times 2.54 \times 3.52} = .95$$

$$r = \frac{8.45 - .55}{8.75} = \frac{7.90}{8.75}$$

$$r = .90$$

$$C_y = \frac{fy'}{fy} = \frac{-41}{90} = -.45$$

$$C_x = \frac{fx'}{fx} = \frac{-112}{90} = -1.24$$

$$SD_y = \sqrt{\frac{fy'^2}{fy} - C_y^2} = \sqrt{\frac{600}{90} - .20}$$

$$SD_y = \sqrt{6.66 - .20} = \sqrt{6.40} = 2.5$$

$$SD_x = \sqrt{\frac{fx'^2}{fx} - C_x^2} = \sqrt{\frac{1250}{90} - 1.5}$$

$$SD_x = \sqrt{13.88 - 1.5} = \sqrt{12.38} = 3.5$$

$$r = \frac{\frac{\sum x'y'}{fy} - C_y \times C_x}{SD_y \times SD_x} = \frac{\frac{761}{90} - .55}{8.75} = .55$$

$$r = \frac{8.45 - .55}{8.75} = \frac{7.90}{8.75}$$

$$r = .90$$

FIGURE III2b

SCATTER-GRAM OF MATCHED TRAITS SHOWING COEFFICIENT CORRELATIONS OF
TRAIT 2-B - SOCIAL SKILLS

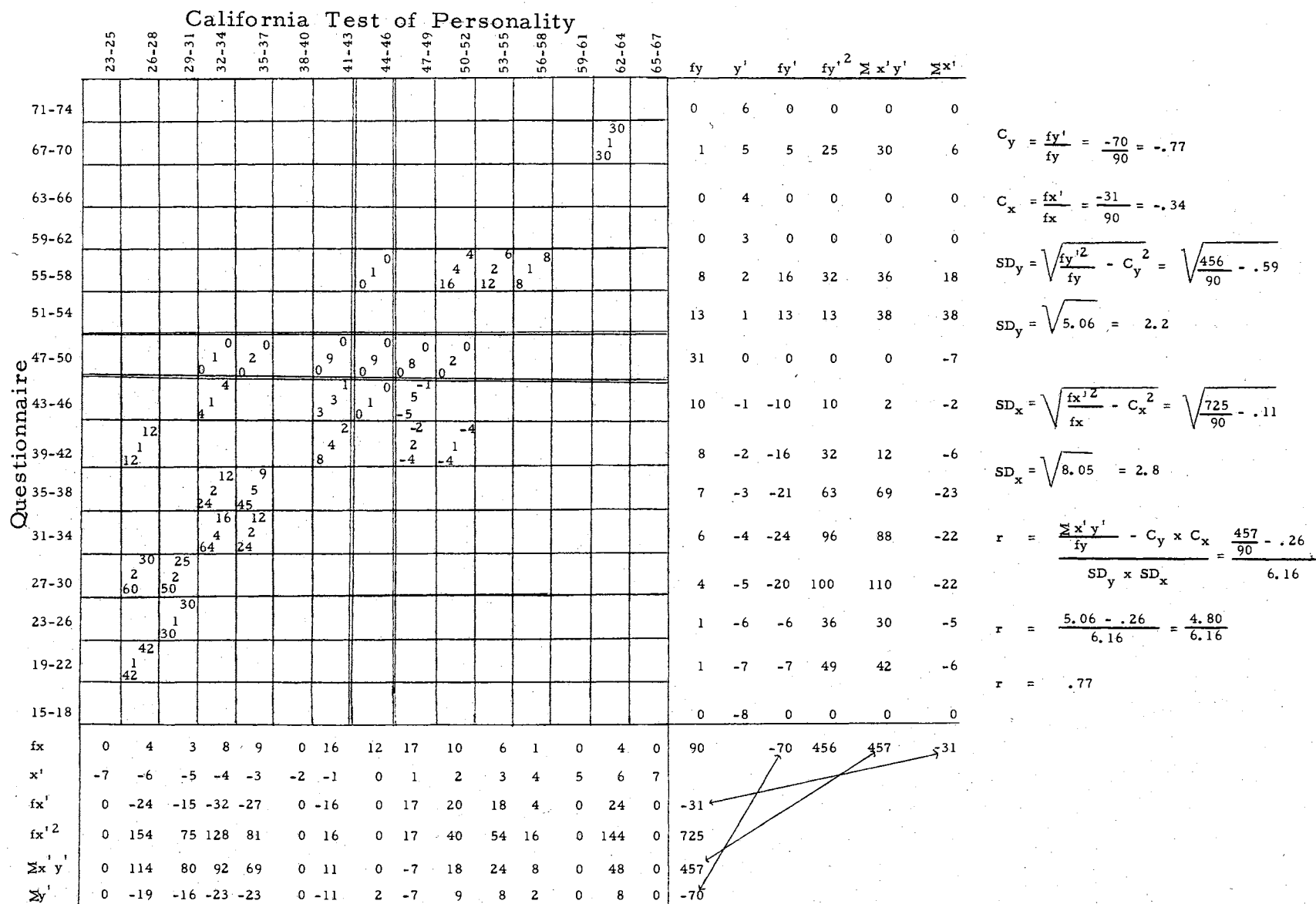


FIGURE III2c

SCATTER-GRAM OF MATCHED TRAITS SHOWING COEFFICIENT CORRELATIONS OF
TRAIT 2-C - ANTI-SOCIAL TENDENCIES

California Test of Personality

Questionnaire

	21-23	24-26	27-29	30-32	33-35	36-38	39-41	42-44	45-47	48-50	51-53	54-56	57-59	60-62	63-65	f_y	y'	fy'	fy'^2	$\sum x'y'$	$\sum x'^2$
60-62																0	6	0	0	0	0
57-59									15		25		35			7	5	35	175	195	39
54-56											3		105			4	4	16	64	80	20
51-53																4	3	12	36	42	15
48-50																12	2	24	48	58	29
45-47																12	1	12	12	29	29
42-44																7	0	0	0	0	17
39-41																0	-1	0	0	0	0
36-38																21	-2	-42	84	20	-10
33-35																3	-3	-9	27	6	-2
30-32																3	-4	-12	48	16	-4
27-29																10	-5	-50	250	155	-31
24-26																3	-6	-18	108	57	-9
21-23																3	-7	-21	147	63	-9
18-20																1	-8	-8	64	27	-3
$\sum f_x$	0	1	18	0	10	18	0	13	18	0	7	1	4	0	0	90		-61	1063	748	81
$\sum x'$	-5	-4	-3	-2	-1	0	1	2	3	4	5	6	7	8	9						
$\sum fx'$	0	-4	-54	0	-10	0	0	26	54	0	35	6	28	0	0	81					
$\sum fx'^2$	0	16	162	0	10	0	0	52	162	0	175	36	196	0	0	809					
$\sum x'y'$	0	20	297	0	24	0	0	30	78	0	155	18	126	0	0	748					
$\sum y'$	0	-5	-98	0	-24	-27	0	15	26	0	31	3	18	0	0	-61					

$$C_y = \frac{fy'}{fy} = \frac{-61}{90} = -.67$$

$$C_x = \frac{fx'}{fx} = \frac{81}{90} = .90$$

$$SD_y = \sqrt{\frac{fy'^2}{fy} - C_y^2} = \sqrt{\frac{1063}{90} - .44}$$

$$SD_y = \sqrt{11.81 - .44} = \sqrt{11.37} = 3.3$$

$$SD_x = \sqrt{\frac{fx'^2}{fx} - C_x^2} = \sqrt{\frac{809}{90} - .81}$$

$$SD_x = \sqrt{7.97 - .81} = \sqrt{7.16} = 2.6$$

$$r = \frac{\sum x'y'}{fy \times SD_x} = \frac{748}{90 \times 2.6} = .60$$

$$r = \frac{8.31 - .60}{8.58} = \frac{7.71}{8.58}$$

$$r = .87$$

$$C_y = \frac{\sum fy'}{\sum fy} = \frac{-61}{90} = -.67$$

$$C_x = \frac{\sum fx'}{\sum fx} = \frac{81}{90} = .90$$

$$SD_y = \sqrt{\frac{\sum fy'^2}{\sum fy} - C_y^2} = \sqrt{\frac{1063}{90} - .44} = .44$$

$$SD_y = \sqrt{11.81 - .44} = \sqrt{11.37} = 3.3$$

$$SD_x = \sqrt{\frac{\sum fx'^2}{\sum fx} - C_x^2} = \sqrt{\frac{809}{90} - .81}$$

$$SD_x = \sqrt{7.97 - .81} = \sqrt{7.16} = 2.6$$

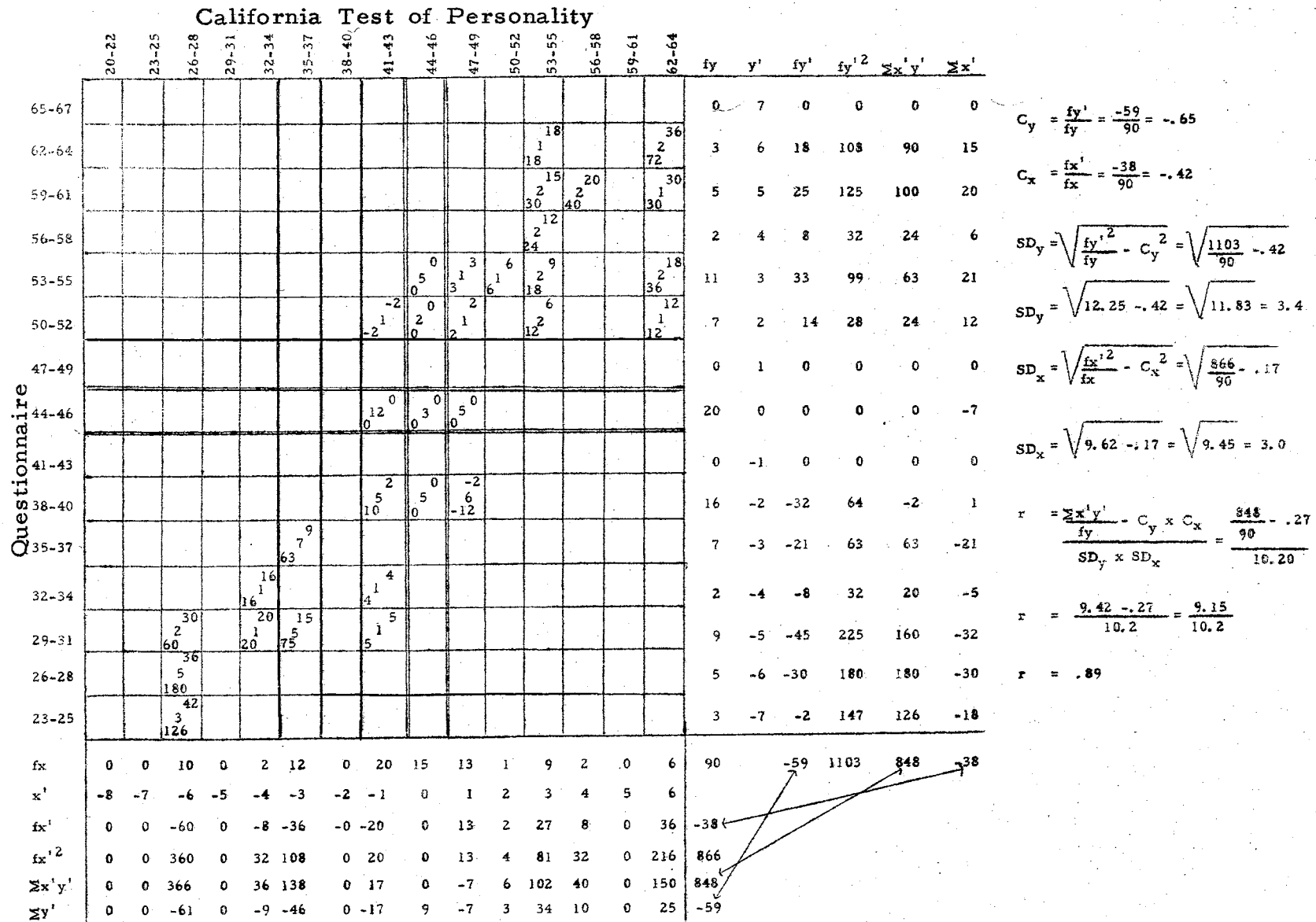
$$r = \frac{\sum x'y' - C_y \times C_x}{SD_y \times SD_x} = \frac{748 - .60}{8.58} = .60$$

$$r = \frac{8.31 - .60}{8.58} = \frac{7.71}{8.58}$$

$$r = .87$$

FIGURE III2d

SCATTER-GRAM OF MATCHED TRAITS SHOWING COEFFICIENT CORRELATIONS OF TRAIT 2-D - FAMILY RELATIONS



VITA

Doreatha Edwards Gaffney

Candidate for the Degree of

Master of Science

Thesis: TO IDENTIFY SOME OF THE PSYCHOLOGICAL FACTORS
THAT INFLUENCE THE CLOTHING SELECTION OF
ADOLESCENTS

Major Field: Clothing, Textiles, and Merchandising

Biographical:

Personal Data: Born February 12, 1931, New Orla, Oklahoma.

Education: Completed high school in Guthrie, Oklahoma;
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Economics Education from Langston University in
May, 1954; completed the requirements for the
Master of Science Degree August, 1964.

Professional Experience: Home Economics teacher in Faver
High School, Guthrie, Oklahoma 1954 to present.

Professional Organizations: American Home Economics
Association, Oklahoma Home Economics Association,
American Vocational Association, Oklahoma Education
Association, National Education Association, Oklahoma
Association of Parents and Teachers, Kappa Delta Pi.